

English Language Arts – *Draft* Grade 5 English curriculum  
Based on 2011 MA English Language Arts Curriculum Framework

<b>Unit: Persuade Me!</b>	
<b>Duration:</b> 8 Weeks	
<b>Essential Questions:</b> How do writers tailor their writing for a specific purpose and audience? How can organization influence meaning and clarity in a piece of writing? What are the most effective techniques a writer can use for persuading readers?	
<b>Enduring Understandings:</b> Persuasive writing is structured to persuade rather than inform Authors structure their writing to accomplish a specific purpose The key to quality writing is to know audience and purpose The most effective opinion writing states a claim that is supported by details, facts, and cites evidence to persuade the reader. The art of persuasion is used in all areas of life.	
<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>Letter to school or local newspaper identifying a position on a current controversy <b>OR</b> letter to teacher convincing him/her of the Free the Children country to support. Letter must include: an introduction which utilizes a powerful persuasive lead (descriptive segment, quote or testimonial, anecdote, statistic, rhetorical question, description, bandwagon statement, statement of concern, or embrace of a higher ideal), and states a claim that is then maintained throughout, present at least 3 reasons or arguments and support them with evidence, facts, and cited sources, and a conclusion that utilizes a “now or never” statement, vivid language, highlights the most important argument, then ends with a call to action.</li></ul>	
<b>KNOWLEDGE</b> <b>Students will know:</b> <ul style="list-style-type: none"><li>The difference between informational and persuasive writing</li><li>Strong arguments are carefully crafted to persuade and convince</li><li>The elements found in persuasive writing include the claim, the arguments, and the evidence/backing for those arguments.</li></ul>	<b>SKILLS</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>Identify the main characteristics of the persuasive and informational writing genres.</li><li>Identify a topic for a persuasive essay.</li><li>State a claim for a given topic in writing.</li><li>State at least 3 reasons for a claim in writing.</li><li>Support the reasons with examples, evidence and/or elaboration</li><li>Identify and analyze the effectiveness of other arguments including</li></ul>
8/19/14	

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		letters, speeches and petitions.	
Vocabulary	Standards	Instructional Activities	Formative Assessments
<ul style="list-style-type: none"> <li>• Persuade</li> <li>• Inform</li> <li>• Opinion</li> <li>• Claim</li> <li>• Argument</li> <li>• Evidence/Backing</li> <li>• “Call to Action”</li> <li>• Source</li> <li>• Cite</li> <li>• Topic</li> <li>• Effective</li> <li>• Ineffective</li> </ul>	<p><b><u>Reading</u></b></p> <p><b>RI5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI5.1:</b> Quote accurately form a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>RI5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize a text.</p> <p><b>RI5.3:</b> Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI5.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject areas.</p> <p><b>RI5.5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p> <p><b>RI5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b><u>Routine Writing</u></b></p> <ul style="list-style-type: none"> <li>• Answer text dependent questions when analyzing short persuasive pieces taken from <i>Scholastic News</i> and <i>Storyworks</i>, focusing on specific lessons (difference between expository/information and persuasive writing, determining whether the argument was effective or ineffective, recognizing specific parts of the persuasive writing: claim, reasons, backing/evidence, call to actions, powerful leads) from the past several days.</li> </ul> <p><b><u>Analytical Writing</u></b></p> <ul style="list-style-type: none"> <li>• Using the rubric in the book, rate the arguments from <i>Should We Have Pets</i> and <i>Should There Be Zoos?</i></li> <li>• Compare/Contrast expository v persuasive (<u>Elephants</u> and <u>Save the Elephant!</u>)</li> <li>• Compare and contrast effective v ineffective persuasion (<u>Beaches</u> and <u>Laurel Heights Beaches: Public or Private?</u>)</li> </ul>	<p>Papers from the <i>Empowering Writers</i> lessons (after guided practice, students complete worksheets identifying:</p> <p>Informational/Expository v. Persuasive</p> <p>Effective v. Ineffective arguments</p> <p>Claim Arguments Support/Evidence/Backing</p> <p>Powerful lead (specifically identifying the type)</p> <p>Call to Action</p> <p>Now or Never statement</p>

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	<p><b>RI5.8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p><b>RI5.9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>RI5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>Writing</b></p> <p><b>W5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"><li>introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support a writer’s purpose.</li><li>Provide logically ordered reasons that are supported by facts and details</li><li>Link opinion and reason using words, phrases, and clauses.</li><li>Provide a concluding statement or section related to the opinion presented.</li></ol> <p><b>W5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>	<p><b>Research (1)</b></p> <ul style="list-style-type: none"><li>Student will research a current controversy OR will research a country that Free the Children supports. Students will read information about that controversy and use at least 2 sources to write their persuasive letter.</li></ul>	
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	<p><b>W5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>SL5.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b><u>Language:</u></b></p> <p><b>L5.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>		
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<p><b>Reading Selections</b> 5-9 short texts</p>		<p><b>Reading Selections</b> 1 extended text</p>	<p><b>Other Resources:</b> (links, media, technology)</p>
<ul style="list-style-type: none"> <li>• <i>I Want My Own Room</i></li> <li>• <u>The Elephant</u> from <i>Persuasive Writing</i>, Empowering Writers, LLC</li> <li>• <u>Save the Elephant!</u> from <i>Persuasive Writing</i>, Empowering Writers, LLC</li> <li>• <u>Keep the Beaches Private</u> from <i>Persuasive Writing</i>, Empowering Writers, LLC</li> <li>• <u>Laurel Heights Beaches: Public or Private?</u> from <i>Persuasive Writing</i>, Empowering Writers, LLC</li> <li>• <u>Sarah’s Letter</u> from <i>Persuasive Writing</i>, Empowering Writers, LLC</li> <li>• <u>Music is a Must!</u> <i>Persuasive Writing</i>, Empowering Writers, LLC</li> <li>• Free The Children! Country information packet</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Should We Have Pets?</i> By Sylvia Lollis with Joyce Hogan and her second-grade class</li> <li>• <i>Should We Have Zoos?</i> By Tony Stead and Judy Ballester</li> <li>• The Declaration of Independence</li> </ul>	<ul style="list-style-type: none"> <li>• “We are the children” newsmagazine article from 60 minutes.</li> <li>• Gazettenet (student submissions)</li> </ul>

